

Grant Competition to Prevent High-Risk Drinking or Violent Behavior among College Students

CFDA #84.184H

Information and Application Procedures for Fiscal Year 2009

OMB No. 1894-0006 Expiration Date: 09/30/2011

Application Deadline: January 30, 2009



*Frequently Asked Questions
Pages 27-33*

**United States Department of Education
Office of Safe and Drug-Free Schools**



UNITED STATES DEPARTMENT OF EDUCATION

Office of Safe and Drug-Free Schools

Dear Colleague:

Thank you for your interest in applying for funding under the Grant Competition to Prevent High-Risk Drinking or Violent Behavior among College Students.

We know that high-risk drinking and violent behavior contribute to a number of academic, social, and health-related problems. According to several studies, approximately 40 percent of the nation's college students engage in heavy drinking and nearly 68 percent of underage students use alcohol.

Preventing violent behavior among college students is also a critical concern for institutions of higher education. One national survey found that 2.8 percent of college women experienced a completed or attempted rape in the past seven months. Projecting these figures over an entire year, the survey's authors concluded that nearly 5 percent of college women might be victimized annually and that up to 25 percent might be assaulted by the end of their college years.

This competition supports the establishment of safe, disciplined, and drug-free educational environments. Funds may be used for the development or enhancement, implementation, and evaluation of campus- and/or community-based prevention and early intervention efforts.

We look forward to receiving your application under this grant competition.

Sincerely,

/s/

Deborah A. Price
Assistant Deputy Secretary

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I. APPLICATION SUBMISSION PROCEDURES

Application Transmittal Instructions

Applications for grants under this grant competition may be submitted electronically or in paper format by mail or hand delivery. The electronic submission of applications is voluntary. However, if you choose to submit your application electronically you must use the site listed below. **Note:** You may not submit your application by e-mail or facsimile.

Attention Electronic Applicants: Please note that you must follow the application procedures as described in the Notice Inviting Applications for this grant competition, published in the Federal Register on December 15, 2008. Some programs may require electronic submission of applications, and those programs will have specific requirements and waiver instructions in the Federal Register notice.

If you want to apply for a grant and be considered for funding, you must meet the following deadline requirements:

Applications Submitted Electronically

You must submit your grant application through the Internet using the software provided on the Grants.gov Web site (www.grants.gov) by 4:30:00 p.m. (Washington, DC time) on the application deadline date. If you submit your application through the Internet via the Grants.gov Web site, you will receive an automatic acknowledgment when we receive your application.

For more information on using Grants.gov, please refer to the Notice Inviting Applications that was published in the Federal Register on December 15, 2008, the Grants.gov Submission Procedures and Tips document on pages 9-11 of this application package, and the Grants.gov Web site (www.grants.gov).

You may access the electronic application for the Grant Competition to Prevent High-Risk Drinking or Violent Behavior among College Students at the following Web sites: www.grants.gov or www.ed.gov/programs/dvphighrisk/index.html.

Applications Sent by Mail

You must mail the original and two copies of the application on or before the deadline date. To help expedite our review of your application, we would appreciate your voluntarily including an additional copy of your application. Please mail copies to:

**U.S. Department of Education, Application Control Center
Attention: CFDA # 84.184H
LBJ Basement Level 1
400 Maryland Avenue, SW
Washington, DC 20202 – 4260**

You must show one of the following as proof of mailing:

- (1) A legibly dated U. S. Postal Service Postmark.
- (2) A legible mail receipt with the date of mailing stamped by the U. S. Postal Service.

- (3) A dated shipping label, invoice, or receipt from a commercial carrier.
- (4) Any other proof of mailing acceptable to the Secretary.

If you mail an application through the U.S. Postal Service, we do not accept either of the following as proof of mailing:

- (1) A private metered postmark.
- (2) A mail receipt that is not dated by the U.S. Postal Service.

Note: The U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, you should check with your local post office.

Applications Delivered by Commercial Carrier

Special Note: Due to disruptions to normal mail delivery, the U.S. Department of Education (ED) encourages you to consider using an alternative delivery method (for example, a commercial carrier, such as Federal Express or United Parcel Service; or U. S. Postal Service Express Mail) to transmit your application for this competition to the Department. If you use an alternative delivery method, please obtain the appropriate proof of mailing under “Applications Sent by Mail,” then follow the mailing instructions under the appropriate delivery method.

Applications that are delivered by commercial carrier, such as Federal Express or United Parcel Service, should be mailed to:

**U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.184H
LBJ Basement Level 1
400 Maryland Avenue, SW
Washington, DC 20202-4260**

Applications Delivered by Hand

You or your courier must hand deliver the original and two copies of your application by 4:30:00 p.m. (Washington, DC time) on or before the deadline date. To help expedite our review of your application, we would appreciate your voluntarily including an additional copy of your application. Please hand deliver copies to:

**U.S. Department of Education
Application Control Center
Attention: CFDA #84.184H
550 12th Street, SW
PCP – Room 7041
Washington, DC 20202-4260**

The Application Control Center accepts application deliveries daily between 8:00 a.m. and 4:30:00 p.m. (Washington, DC time), except Saturdays, Sundays, and federal holidays.

Grants.gov Submission Procedures and Tips for Applicants

To facilitate your use of Grants.gov, this document includes important submission procedures you need to be aware of to ensure your application is received in a timely manner and accepted by the Department of Education.

1. **Register Early** – Grants.gov registration may take five or more business days to complete. You may begin working on your application while completing the registration process, but you cannot submit an application until all of the registration steps are complete. For detailed information on the registration steps, go to www.grants.gov/applicants/get_registered.jsp. **Note:** Your organization will need to update its Central Contractor Registry (CCR) registration annually.
2. **Submit Early** – We strongly recommend that you do not wait until the last day to submit your application. Grants.gov will put a date and time stamp on your application and then process it after it is fully uploaded. The time it takes to upload an application will vary depending on a number of factors including the size of the application and the speed of your Internet connection, and the time it takes Grants.gov to process the application will vary as well. If Grants.gov rejects your application (see step three below), you will need to resubmit successfully before 4:30:00 pm on the deadline date. **Note:** To submit successfully, you must provide the D-U-N-S number on your application that was used when your organization registered with the CCR.
3. **Verify Submission is OK** – You will want to verify that Grants.gov and the Department of Education received your Grants.gov submission timely and that it was validated successfully. To see the date and time your application was received, log in to Grants.gov and click on the Track My Application link. For a successful submission, the date and time received should be earlier than 4:30:00 p.m. (Washington, DC time) on the deadline date, and the application status should be Validated, Received by Agency, or Agency Tracking Number Assigned.

If the date and time received is later than 4:30:00 p.m. (Washington, D.C. time) on the closing date, your application is late. If your application has a status of “Received” it is still awaiting validation by Grants.gov. Once validation is complete, the status will either change to “Validated” or “Rejected with Errors.” If the status is “Rejected with Errors,” your application has not been received successfully. Some of the reasons Grants.gov may reject an application can be found on the Grants.gov site (www.grants.gov/help/submit_application_faqs.jsp#10). For more detailed information on why an application may be rejected, please review the Application Error Tips document (www.grants.gov/section910/ApplicationErrorTips.pdf). If you discover your application is late or has been rejected, please see the instructions below.

Note: You will receive a series of confirmations both online and via e-mail about the status of your application. Please do not rely solely on e-mail to confirm whether your application has been received timely and validated successfully.

Submission Problems – What should you do?

If you have problems submitting to Grants.gov before the deadline date, contact Grants.gov Customer Support at 800/518-4726 or use the customer support available on the Web site (www.grants.gov/applicants/applicant_help.jsp).

If electronic submission is optional and you have problems that you are unable to resolve before the deadline date and time for electronic applications, please follow the transmittal instructions for hard copy applications in the Federal Register notice and get a hard copy application postmarked by midnight on the deadline date.

If electronic submission is required, you must submit an electronic application before 4:30:00 p.m. (Washington, DC time), unless you follow the procedures in the Federal Register notice and qualify for one of the exceptions to the electronic submission requirement and submit, no later than two weeks before the application deadline date, a written statement to the Department that you qualify for one of these exceptions. See the Federal Register notice for detailed instructions.

Helpful Hints When Working with Grants.gov

Please note that once you download an application from Grants.gov, you will be working offline and saving data on your computer. Please be sure to note where you are saving the Grants.gov file on your computer. You will need to log on to Grants.gov to upload and submit the application. You must provide on your application the D-U-N-S number that was used when your organization registered with the CCR. Please go to www.grants.gov/applicants/applicant_help.jsp for help with Grants.gov. For additional tips related to submitting grant applications, please refer to the Grants.gov Submit Application FAQs found on Grants.gov (www.grants.gov/applicants/submit_application_faqs.jsp).

Dial-Up Internet Connections

When using a dial-up connection to upload and submit your application, it can take significantly longer than when you are connected to the Internet with a high-speed connection (e.g. cable modem/DSL/T1). While times will vary depending upon the size of your application, it can take a few minutes to a few hours to complete your grant submission using a dial-up connection. If you do not have access to a high-speed connection and electronic submission is required, you may want to consider following the instructions in the Federal Register notice to obtain an exception to the electronic submission requirement no later than two weeks before the application deadline date. See the Federal Register notice for detailed instructions.

Mac Users

If you do not have a Windows operating system, you will need to use the Citrix solution discussed on Grants.gov or a Windows Emulation program to submit an application using Grants.gov. For additional information, review the FAQs for non-Windows users (www.grants.gov/resources/download_software.jsp#non_window). To view the white paper for Macintosh users published by Pure Edge, go to

www.grants.gov/section678/PureEdgeSupportforMacintosh.pdf or contact Grants.gov Customer Support (www.grants.gov/contactus/contactus.jsp) for more information. If electronic submission is required and you are concerned about your ability to submit electronically as a non-Windows user, please follow the instructions in the Federal Register notice to obtain an exception to the electronic submission requirement no later than two weeks before the application deadline date. See the Federal Register notice for detailed instructions.

Attaching Files – Additional Tips

As described above, applicants should not upload a Word 2007 (.docx) file when attaching narrative files to their application. In addition, please ensure that you only attach the ED-approved file types detailed in the Federal Register application notice (.doc, .pdf, or .rtf). Grants.gov cannot process an application that includes two or more files that have the same name within a grant submission. Finally, when attaching files, applicants should limit the size of their file names. Lengthy file names could result in difficulties with opening and processing your application. We recommend you keep your file names to less than 50 characters.

II. PROGRAM BACKGROUND INFORMATION

General Information

ELIGIBILITY

This competition limits eligibility to institutions of higher education (IHEs), consortia thereof, public and private nonprofit organizations, including faith-based organizations, and individuals.

Note: The Grant Competition to Prevent High-Risk Drinking or Violent Behavior among College Students limits eligibility to applicants that do not currently have an active grant under this program. For the purpose of this eligibility requirement, a grant is considered active until the end of the grant's project or funding period, including any extensions of those periods that extend the grantee's authority to obligate funds (71 FR 70369).

PROGRAM DESCRIPTION

This program provides funds to develop, enhance, implement, and evaluate campus-based, community-based or both, prevention strategies to reduce high-risk drinking and violent behavior among college students.

AUTHORITY

This competition is authorized under Title IV, Section 4121 of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act of 2001.

APPLICABLE REGULATIONS

The Education Department General Administrative Regulations (EDGAR) in 34 CFS parts 74, 75, 77, 79, 80, 81, 82, 84, 85, 86, 97, 98, 99, and 200 apply to this competition.

OFFICIAL DOCUMENTS NOTICE

The official documents governing this competition are the Notice Inviting Applications published in the Federal Register (See Section III [Legal and Regulatory Documents] of this application package). These notices also are available electronically at the following Web sites: www.ed.gov/legislation/FedRegister and www.gpoaccess.gov/nara.

NOTICE OF NONDISCRIMINATION

All applicants under this grant competition should familiarize themselves with all federal statutes related to nondiscrimination, as outlined in Item 6 of Standard Form 424B, to ensure that their proposed activities are compliant. For instance, an applicant may determine through a needs assessment that first-year students are the specific student population identified for services provided under this grant. Subsequently, the applicant must ensure that neither male nor female first-year students are excluded on the basis of sex. In this example, the applicant would need to be in compliance with Title IX of the Education Amendments of 1972, as amended (20 U.S.C. subsections 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex.

TECHNICAL ASSISTANCE

The Office of Safe and Drug-Free Schools will offer a 1 1/2 hour technical assistance call during which staff will take questions from prospective applicants on topics including eligibility requirements, application requirements, and the peer review process. Specific information on

when this call will be held will be posted on our website at:
<http://www.ed.gov/programs/dvphighrisk/applicant.html>

RESOURCES

Any questions related to the requirements of this grant competition should be directed to Amalia Cuervo at PreventHRDV@ed.gov or 202-245-7881. **For the most timely response, please submit your questions via e-mail.** The OSDFS Web site is located at www.ed.gov/osdfs.

For more information about drug abuse and violence prevention programs in higher education, contact the Department of Education's Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention. The Center is a national resource for training and technical assistance in drug abuse and violence prevention in college communities. The Center can be contacted via telephone (800/676-1730) or its Web site (www.higheredcenter.org). Additional resources related to drug abuse and violence prevention are listed on page 34 of this application package.

GRANT AWARDS AND PROJECT PERIOD

The project period for this grant is up to 24 months (two budget periods of 12 months each). We intend the project and budget periods for projects funded under this grant competition to be June 2009 to June 2011. However, awards may be made as late as September 30, 2009. Projects will be funded for one year with an option for an additional year, contingent upon substantial progress by the grantee and the availability of funds.

Applicants requesting two-year projects must submit ED Form 524 and a detailed budget narrative for each of the two years in order to be eligible for funding each year. No funds will be awarded for those years for which a budget request and narrative is not provided. An estimated 18 new awards will be made. Projects will be funded for approximately \$100,000 to \$150,000 per year depending on the scope of work. These figures are only estimates and do not bind the Department of Education to a specific number of grants or amount of any grant.

TRAVEL BUDGET

Applicants must budget for the project director and at least one additional staff member to attend ED's annual National Meeting on Alcohol and Other Drug Abuse and Violence Prevention in Higher Education during each year of their project period. For planning purposes, applicants should include funds for transportation, lodging for four nights and four days, and per diem costs. Although the site for the 2009 National Meeting is not selected yet, applicants should use a Washington, DC destination to estimate expenses.

Applicants must also participate on an online Department of Education grant administration course within 30 days of receipt of the grant award. There are no fees associated with this requirement.

E-MAIL ADDRESSES

As part of our review of your application, we may need to contact you with questions for clarification. **Please be sure your application contains valid e-mail addresses for the project**

director and authorized representative or another party designated to answer questions in the event the project director and authorized representative are unavailable.

NOTIFICATION OF AWARD

We expect to notify successful applicants by early June 2009. Unsuccessful applicants will be notified within 60 days after the new award start date.

HUMAN SUBJECTS RESEARCH

Please see Item 3 of the instructions for Supplemental Information for Standard Form 424 in Section IV of this application package. Projects funded under this grant program may be subject to protection of human subjects research requirements. If you have any questions about your responsibilities under these requirements, please contact ED's protection of human subjects coordinator at 202/260-3353.

THE U.S. DEPARTMENT OF EDUCATION'S EXPECTATIONS

By submitting an application for this program, applicants agree to fully cooperate with any evaluation efforts conducted by ED and its contractors. **At a minimum, grantees are expected to: maintain records on how their program is operating; maintain records on the extent to which their program objectives are being met; include specific performance measures in their evaluation plan; and make ongoing project information, findings, and products available to ensure the dissemination of knowledge gained from this effort during the grant period.**

Grantees also may be expected to work with ED's Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention to collect key program information that will help assess the extent to which projects supported under this grant competition are meeting their goals and objectives. ED may use the results of these projects in an effort to identify and disseminate to institutions of higher education and their surrounding communities those strategies that are effective in preventing high-risk drinking or violent behavior among college students.

The Government Performance and Results Act (GPRA)

The Government Performance and Results Act of 1993 (GPRA) is a straightforward statute that requires all Federal agencies to manage their activities with attention to the consequences of those activities. Each agency is to state clearly what it intends to accomplish, identify the resources required, and periodically report its progress to the U.S. Congress. GPRA is intended to contribute to improvements in accountability for the expenditure of public funds; enhance congressional decision-making through more objective information on the effectiveness of Federal programs; and promote a new government focus on results, service delivery, and customer satisfaction.

As required by GPRA, Department of Education has developed a strategic plan that reflects organizational priorities and integrates those with our mission and program authorities. We have also developed GPRA measures for the individual programs we administer including this grant competition on Preventing High Risk Drinking and Violent Behavior among College Students.

Under 34 CFR 75.105(c)(3), we consider only applications that meet **either, not both**, of the following absolute priorities. **Applicants that choose to address both of the absolute priorities must submit separate applications for consideration.** In making awards under this grant program, we may take into consideration the geographic distribution of the projects in addition to the rank order of applicants

The GRPA measures for assessing the effectiveness of this program at the end of the 2-year grant period are:

1. The percentage of grantees that achieve a 5 percent decrease in high-risk drinking among students served by the project (Absolute Priority One)
2. The percentage of grantees that achieve a 5 percent decrease in violent behavior among students served by the project (Absolute Priority Two)

The GPRA measures identified for these grants constitute the way in which we will measure the success of this initiative. Consequently, applicants for a grant under this program should give careful consideration to these measures in developing their projects, and particularly to how they will collect and report data for these measures. Grantees are required to collect and report data on these performance measures to the Department. We will aggregate data provided by grantees for these GPRA measures and use that data in developing future budget proposals. We will also share this performance data with Congress. We may also publish results from individual grants to illustrate how grant sites are making progress toward program objectives.

If funded, grantees will be expected to collect data on the performance measures established for this program, and report that data to the Department in their annual and final performance reports. Grantees are expected to complete all performance reports using the ED 524B Form:

(www.ed.gov/fund/grant/apply/appforms/ed524b_coverfill.pdf and www.ed.gov/fund/grant/apply/appforms/ed524b_statusfill.pdf).

Tips for Preparing and Submitting an Application

A. Before You Begin

- Read this application package carefully and make sure you follow all of the instructions.
- Use the tools we have provided to help you including:
 - ✓ Frequently Asked Questions section in this application package
 - ✓ Resources related to this specific grant competition on our Web site at www.ed.gov/programs/dvphighrisk/index.html
 - ✓ General grant application technical assistance resources on our Web site at www.ed.gov/admins/grants/apply/techassist/index.html
- If there is information that you do not understand, contact the competition manager for this grant competition.

B. Preparing Your Application

- Be thorough in your program description. Write so that someone who knows nothing about your organization or your program plan can understand what you are proposing.
- Organize your application according to the selection criteria and respond comprehensively.
- Make sure your budget narrative provides enough detail about planned expenditures so ED staff can easily determine how the funds will be spent. It is also important to include information about the percentage of time commitment that the Project Director will work on the project in this section, regardless of how this position is to be funded.
- Link your planned expenditures to the goals and objectives of your program. Do not request funds for miscellaneous purposes and make sure you demonstrate that your proposed expenditures are necessary to carry out your program.

C. Submitting Your Application

- Use the checklist provided in this application package to ensure your application is complete before submitting it.
- **Make sure you have met one of the two Absolute Priorities for this program and all the elements associated with that priority.**
- Make sure all required forms are included and signed by an authorized representative of your organization.
- Transmit your application by the deadline date. If you submit your application electronically, you must use the Grants.gov Web site. If you use the U.S. Postal Service, make sure you have a legible postmark date. If you use an overnight carrier, get a receipt.

D. Next Steps

If you submit your application by mail, you should receive a postcard in approximately two weeks (depending on the volume of applications), from ED's Application Control Center acknowledging receipt of your application and giving you its assigned PR/Award number. **If you have any questions about your postcard, please contact the ACC via e-mail at (application.center.ed.gov) or telephone (202-377-6289).** Please refer to this number if you need to contact us about your application.

If you submit your application electronically, the PR/Award number will be generated automatically when you submit your application. Please refer to this PR/Award number if you need to contact the Department about your application.

- Your application will be screened by OSD/FS staff members to ensure that all program eligibility requirements are met and all required forms are included and signed by the Authorized Representative.
- Your application will be assigned to a three-person panel of independent reviewers who will evaluate and score your proposal according to the selection criteria in this application

package. Your application will receive a score from 0 to 100 depending how well it addresses and responds to the requirements of the selection criteria.

- A Grant Award Notification will be sent to applicants whose proposals score within the funding range. Unsuccessful applicants will receive a notification letter. Both successful and unsuccessful applicants will receive copies of the comments prepared by the peer reviewers. Please be sure your application contains valid e-mail addresses and mailing address for both the Project Director and Authorized Representative.

Preventing Alcohol Abuse and Violent Behavior among College Students

In response to alcohol and other drug abuse and violence on college campuses and their surrounding communities, the Department of Education (ED) has supported campus and community-based prevention programs for two decades. Through discretionary grants and dissemination of information on effective strategies via its Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention (Higher Education Center), ED supports efforts to address these complex issues facing our nation's institutions of higher education. Projects funded by ED have been based on theory, expert consensus, practical experience, and evaluated programs.

Data from the Monitoring the Future study shows that approximately 40 percent of the nation's college students engaged in binge drinking (defined as five or more drinks in a row) at least once in the previous two weeks.¹ The Core Institute reports that nearly 68 percent of underage students used alcohol within the 30 days prior to taking the survey.²

Data also indicate that drug abuse can result in negative consequences on college campuses, including deaths, sexual assaults, fights, residence hall damage, and other violence. The Core Institute reports that alcohol and other drugs contributed to students getting into an argument or fight (32 percent), doing something they later regretted (38. percent), driving a car while under the influence (27 percent), or missing a class (31 percent).³ Excessive drinking on college campuses often leads to serious adverse effects and violence. For example, analyses indicate that approximately 430,000 students, ages 18-21 are assaulted each year by another college student who has been drinking and about 43,500, in the same age group, are victims of alcohol-related sexual assault or date rape, while another 1,700 students between the ages of 18-24 die each year from alcohol-related unintentional injuries, including motor vehicle crashes.⁴

The prevention of violent behavior among college students, regardless of a connection to alcohol or other drugs, is a critical issue for institutions of higher education. Forms of violent behavior that are of concern on college campuses include rape and sexual assault; nonsexual physical assault, such as fights, muggings, and hazing; and hate crimes. A look at some statistics offers an indication of the prevalence of this behavior.

One national survey found that 2.8 percent of college women experienced a completed or attempted rape in the past seven months. Projecting these figures over an entire year, the survey's authors concluded that nearly 5 percent of college women might be victimized annually and that up to 25 percent might be assaulted by the end of their college years. Other studies, using various definitions, estimate that approximately one-quarter to one-half of students experience dating violence by the end of college.⁵ A study conducted at Yale found that 42

¹ Johnston, L.D., O'Malley, P.M., Bachman, J.G., and Schulenberg, J.E. Monitoring the Future: National Survey Results on Drug Use, 1975-2005. Volume II: College Students and Adults Ages 19-45. National Institute on Drug Abuse, 2008, p.26.

² The Core Institute. 2005 Statistics on Alcohol and Other Drug Use on American Campuses. Southern Illinois University-Carbondale.

³ The Core Institute. Available online at www.siu.edu/~coreinst/results_consequences.htm.

⁴ Hingson, R., Heeren, T., et al., "Magnitude of alcohol-related mortality and morbidity among U.S. college students ages 18-24: Changes from 1998 to 2001". Annual Rev. Public Health 26:259-279, 2005.

⁵ Amar, A.F. and Gennaro, S. "Dating violence in college women: associated physical injury, healthcare usage, and mental health symptoms." Nursing Research (2005) 54(4), 235-242.

percent of gay and lesbian students surveyed had suffered some form of physical aggression while at the university, such as having objects thrown at them or being assaulted.⁶

In addition to this grant competition and the Higher Education Center, ED's efforts to prevent drug abuse and violent behavior among college students include its annual National Meeting on Alcohol and Other Drug Abuse and Violence Prevention in Higher Education (www.higheredcenter.org/natl) and recognition program for alcohol and other drug prevention models on college campuses (www.ed.gov/programs/dvpcollege/index.html).

The Secretary of Education has identified a national need to address high-risk drinking and violent behavior among college students. The goal of this grant competition is to provide funds to individual IHEs, consortia thereof, public and private nonprofit organizations, including faith-based organizations, and individuals to develop or enhance, implement, and evaluate campus- and/or community-based prevention and early intervention strategies. Grantees will focus attention on and develop solutions to prevent and reduce high-risk drinking or violent behavior among college students. **Note: Grantees funded under Absolute Priority 1 of this grant competition will be expected to promote a nonuse message to students under the minimum legal drinking age as part of their funded project.**

LESSONS LEARNED

ED's two decades of experience with discretionary grant programs has shown that successful projects adapt strategies that are based on sound prevention theory, research, or effective programs and practices. The implementation of a successful program relies on a strategic planning process, which will result in a well-designed needs assessment; the selection of policies and programs with evidence of effectiveness or a solid foundation in behavior change theory; specific goals and objectives; a summary that links each program and policy to specific objectives; and allocation of sufficient resources to ensure full implementation of the program.⁷

Prevention and early intervention initiatives should be designed to reduce both individual and environmental risk factors and enhance protective factors in specific populations and settings. There are a number of features that effective prevention programs share. Specifically, they are targeted; designed to effect long-term change; strengthen the natural support systems of family, school, and community; and can document their success in meeting stated goals and objectives.⁸

Institutions of higher education have considerable experience in educational- and individual-based prevention programs on campuses, and these strategies are necessary in order to provide a comprehensive array of prevention programming on campus. However, they are insufficient alone to create systemic, long-lasting change on college campuses. ED is interested in projects that incorporate individual-based strategies into a broader and more comprehensive approach.

⁶ The Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention. Interpersonal Violence and Alcohol and Other Drug Use. Infofacts Resources, 2002.

⁷ DeJong, W. Experiences in Effective Prevention. The U.S. Department of Education's Alcohol and Other Drug Prevention Models on College Campuses Grants. The Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention, U.S. Department of Education, 2007.

⁸ New York State Office of Alcoholism and Substance Abuse Services. Healthy Campus Communities: NYS College Alcohol and Other Drug Abuse Prevention Manual, 2003.

Research strongly supports the use of comprehensive, integrated programs with multiple complementary components that target individuals, including at-risk or alcohol-dependent drinkers; the student population as a whole; and the college and the surrounding community.⁹

The evidence supporting prevention strategies varies, which does not mean that one strategy is better than another. Some strategies have not been as thoroughly studied as others or have not been evaluated for specific application to drinkers in college. The Task Force of the National Advisory Council on Alcohol Abuse and Alcoholism placed prevention strategies in tiers based on the evidence available to support or refute them.¹⁰ Applicants that propose projects under Absolute Priority 1 of this grant competition should examine these tiers closely when identifying which strategies they plan to incorporate in their project design.

The concept of responsible drinking is much more complicated than it appears in preventing high-risk drinking among college students. There are many factors involved, including what was drunk and how rapidly; what, if anything, was eaten; and environmental factors. Furthermore, as people drink, their ability to make an unimpaired decision is lessened by the amount of alcohol consumed. Responsible drinking messages are at least mixed and potentially misleading, which can result in a neutral, if not negative impact on preventing high-risk drinking among college students. Educational campaigns will be ineffective in campus environments that encourage drinking and deny or ignore the risks associated with drinking.¹¹

ED is committed to assisting schools in providing students a safe environment in which to learn, and to keeping parents and students well informed about campus security. ED's Higher Education Center developed a framework that identifies the scope of campus violence problems, factors that cause and contribute to violence, and strategies to reduce health and safety problems. These strategies include using multiple, coordinated, and sustained approaches; drawing on existing research to determine which strategies work; building the necessary infrastructure to support prevention efforts, such as partnerships and institutional support; and evaluating whether the initiatives are achieving their intended outcomes.¹²

Applicants must document the ability to start their project within 60 days after receiving federal funding. Experience shows that there is an increased likelihood that projects will show success if applicants are able to start a project soon after receiving federal funding. Applicants that are not able to demonstrate their readiness to implement a project are unlikely to score well in this grant competition. Projects supported under this grant competition should be designed to demonstrate and document outcome measures over the two-year grant period.

⁹ National Institute on Alcohol Abuse and Alcoholism. [A Call to Action: Changing the Culture of Drinking at U.S. Colleges](#). U.S. Department of Health and Human Services, 2002.

¹⁰ See number 9.

¹¹ See number 8.

¹² Langford, L. [Preventing Violence and Promoting Safety in Higher Education Settings: Overview of a Comprehensive Approach](#). The Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention, U.S. Department of Education, 2004.

For effective prevention programs, ED strongly encourages colleges and universities to:

- design programs based on a thorough needs assessment of objective data;
- establish a set of measurable goals and objectives linked to identified needs;
- implement prevention activities that research or evaluation have shown to be effective in preventing high-risk drinking or violent behavior;
- use evaluation results to refine, improve, and strengthen the program and refine goals and objectives as appropriate; and
- include meaningful and ongoing input from parents in the development of the application and implementation of the project.

Basic to the success of any program to prevent drug abuse and violent behavior among college students is the need to ensure the widespread involvement of key stakeholders including students, faculty members, alumni, and community members in the program's design and implementation. Leadership from college and university presidents and other senior administrators is essential to institutionalizing prevention as a priority on campus.

An additional resource of lessons learned is the publication, *Experiences in Effective Prevention*, (2007), which highlights core elements of effective campus-based alcohol and other drug abuse prevention programs. This publication, available online at: www.higheredcenter.org/pubs/effective-prevention.pdf, is based on the experiences of 22 grantee institutions recognized as having model programs from 1999 to 2004 through the U.S. Department of Education's Alcohol and Other Drug Prevention Models on College Campuses Grant Competition.

Highlighting core elements derived from the 22 model programs, this publication may be used as a valuable resource as you develop, implement, and evaluate your school's alcohol and other drug abuse prevention efforts. Regardless of the strategies and/or models used, there is a need for the campus community to be certain that it is proper for that particular setting. An institution must assess its needs, identify the most appropriate research-based strategies to address those needs, and adapt those strategies to the unique qualities of the campus. Taking these steps helps to ensure that the campus's prevention program is a tailored fit to the institution's vision for academic excellence.

EVALUATION REQUIREMENTS

Evaluation is a powerful tool that supports program planning and an understanding of effective strategies to prevent high-risk drinking or violent behavior among college students. Therefore, applicants must propose to implement an evaluation of their efforts, using outcome-based performance measures that document the effectiveness of the project's strategies. Applications that include only process measures (e.g., attendance at meetings) will not be funded.

Keep in mind that what constitutes convincing evidence of success may differ from one project to the next. In preparing the project design and evaluation plan, applicants are encouraged to carefully review information from similar projects and the research literature to determine what has or has not been shown to be successful. This information should be reflected in the project

design. Applicants also should include a description of all evaluation instruments they intend to use. The evaluation plan should demonstrate both qualitative and quantitative measures.

This grant competition requires projects to implement an evaluation that uses specific outcome-based performance indicators to measure the project's effectiveness. Although it is anticipated that applicants may use a variety of both outcome-based and process measures, all applicants must use outcomes-based performance measures that are related to the prevention and reduction of high-risk drinking or violent behavior among college students, including the appropriate GPRA performance measure identified on pages 14-15 of this application package.

Outcome-Based Performance Measures

Examples of outcome-based performance indicators may include, but are not limited to:

- changes in alcohol sales and service techniques and policies in social or commercial hosting situations that cater to students;
- decreases in the overall quantity and frequency of high-risk drinking;
- changes in the number of violence-related disciplinary actions;
- increases in the development of state or local policies that are designed to decrease high-risk alcohol use or incidents of violence; and
- changes in the number of alcohol-related incidents or problems.

Process Measures

Examples of process measures may include, but are not limited to:

- increases in the percentage of undergraduate beds in alcohol-free residence halls;
- decreases in the percentage of advertisements promoting high-risk drinking;
- increases in the number and frequency of alcohol-free social activities;
- increases in the percentage of individuals involved in violence prevention efforts; and
- increases in the number of individuals participating in responsible beverage service training.

Funding Priority

Under 34 CFR 75.105(c)(3), we consider only applications that meet **either, not both**, of the following absolute priorities. **Applicants that choose to address both of the absolute priorities must submit separate applications for consideration.** In making awards under this grant program, we may take into consideration the geographic distribution of the projects in addition to the rank order of applicants. Contingent upon the availability of funds, we may make additional awards in fiscal year 2009 and subsequent years from the list of nonfunded applications from this competition.

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| <p style="text-align: center;">Absolute Priority #1: Develop or Enhance, Implement, and Evaluate Campus- and/or Community-Based Strategies to Prevent High-Risk Drinking Among College Students</p> |
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Note: "High-risk drinking" is defined as those situations that may involve but not be limited to: binge drinking (commonly defined as five or more drinks on any one occasion); underage drinking; drinking and driving; situations when one's condition is already impaired by another cause, such as depression or

emotional stress; and combining alcohol and medications, such as tranquilizers, sedatives, and antihistamines.

“Specific student populations” may include, but not be limited to student athletes, members of fraternities and sororities, students attending two-year institutions of higher education, and first-year students.

Under this absolute priority, grant applicants must:

1. identify a specific student population to be served by the grant and provide a justification for its selection;
2. provide evidence that a needs assessment has been conducted on campus to document prevalence rates related to high-risk drinking by the population selected;
3. set measurable goals and objectives for the proposed project and provide a description of how progress toward achieving the goals and objectives will be measured annually;
4. design and implement prevention strategies, using student input and participation, that research has shown to be effective in preventing high-risk drinking by the target population;
5. use a qualified evaluator to design and implement an evaluation of the project using outcomes-based (summative) performance indicators related to behavioral change and process (formative) measures that assess and document the strategies used; and
6. demonstrate the ability to start the project within 60 days after receiving federal funding in order to maximize the time available to show impact within the grant period.

| |
|--|
| <p>Absolute Priority #2: Develop or Enhance, Implement, and Evaluate Campus- and/or Community-Based Strategies to Prevent Violent Behavior Among College Students</p> |
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Under this absolute priority, grant applicants must:

1. identify a specific student population to be served by the grant and provide a justification for its selection;
2. provide evidence that a needs assessment has been conducted on campus to document prevalence rates related to violent behavior;
3. set measurable goals and objectives for the proposed project and provide a description of how progress toward achieving the goals and objectives will be measured annually;
4. design and implement prevention strategies, using student input and participation, that research has shown to be effective in preventing violent behavior among college students;
5. use a qualified evaluator to design and implement an evaluation of the project using outcomes-based (summative) performance indicators related to behavioral change and

process (formative) measures that assess and document the strategies used; and

6. demonstrate the ability to start the project within 60 days after receiving federal funding in order to maximize the time available to show impact within the grant period.

Selection Criteria

The following selection criteria will be used to evaluate applications. For ease of reading by the reviewers, applicants should develop their narrative description to follow the sequence of criteria provided below. The maximum number of possible points for all selection criteria is 100. **Note: *The criteria contain weighted subcriteria. Applicants must address each subcriterion to qualify for the maximum number of points for each criterion.***

- 1) Need for Project - 15 points
- 2) Significance - 20 points
- 3) Quality of the Project Design - 30 points
- 4) Quality of Project Personnel - 10 points
- 5) Quality of the Project Evaluation - 25 points

1. Need for Project (15 points)

- A. The magnitude or severity of the problem to be addressed by the proposed project. (10 points)
- B. The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses. (5 points)

In your proposal, reviewers will look at how the magnitude or severity of high-risk drinking or violent behavior was determined, including needs assessment data, instruments used, and the instrument's validity. Reviewers will look to answer questions such as: Does the same problem(s) affect other college communities around the nation? Have attempts to remedy the situation been made by the applicant in the past and, if so, with what results?

2. Significance (20 points)

- A. The likelihood that the proposed project will result in system change or improvement. (5 points)
- B. The potential contribution of the proposed project to the development and advancement of theory, knowledge, and practices in the field of study. (10 points)
- C. The extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies. (5 points)

In your proposal, reviewers will look for evidence that project activities will lead to system change or improvement at the local, state, or national level. Reviewers will look for any evidence that you can provide to illustrate how your project differs from and/or improves upon previous efforts. Reviewers will look to answer questions such as: What could be the local, state, or national consequences of the project's successful completion? Are other college communities likely to benefit or learn from your experience in ways that would enable them to improve their policies and programs?

It is the applicant's responsibility to set a context within which reviewers can assess the project's importance to the higher education community. ED seeks to make the most of its limited funds by supporting projects that can become models for other college communities.

3. Quality of the Project Design (30 points)

- A. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (10 points)
- B. The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs. (5 points)
- C. The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice. (10 points)
- D. The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population. (5 points)

Reviewers will look for evidence that your project's goals and objectives are clearly identified and measurable. You should explain and footnote the conceptual framework underlying your proposed project. Broad approaches to vaguely defined problems will not be funded. Your application should reflect current knowledge about high-risk drinking or violence prevention strategies, and the applicability of those strategies to the defined target population.

Also, reviewers will look for evidence that this project develops or enhances linkages with appropriate agencies or organizations providing services to the target population. If you are not based on a campus (e.g., a public or private nonprofit organization or individual), reviewers will look for evidence that you have direct access to a campus and the specific student population identified in your proposal.

4. Quality of Project Personnel (10 points)

- A. The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. (3 points)
- B. The qualifications, including relevant training and experience, of key project personnel. (7 points)

Applicants should include an outline of all key personnel, including the project director, project coordinator, and project evaluator. Most helpful to the reviewers is a brief narrative summary of each individual's background, with a special emphasis on those experiences related to the focus of your project. Resumes or curriculum vitae should be included as an appendix. Reviewers will look for evidence of your institution's commitment to equal employment opportunities.

5. Quality of the Project Evaluation (25 points)

- A. The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. (10 points)
- B. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. (10 points)
- C. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (5 points)

See the section on Evaluation Requirements (pages 21-22) for guidance on what reviewers will look for under this criterion.

Frequently Asked Questions

What is the goal of this grant competition?

- The goal of this grant competition is to provide funds to develop or enhance, implement, and evaluate campus- and/or community-based prevention and early intervention strategies to prevent high-risk drinking or violent behavior among college students.

Who is eligible to apply?

- This grant competition is open to institutions of higher education, consortia thereof, public and private nonprofit organizations, including faith-based organizations, and individuals. If an application is submitted on behalf of a consortium, one entity must serve as the grantee.

Note: This grant competition limits eligibility to applicants that do not currently have an active grant under this program. For the purpose of this eligibility requirement, a grant is considered active until the end of the grant's project or funding period, including any extensions of those periods that extend the grantee's authority to obligate funds (71 FR 70369).

What is the deadline date for applications under this grant competition?

- January 30, 2009.

What are the project and budget periods for these grants?

- Up to 24 months. Projects will be funded for one year with an option for an additional year, contingent upon substantial progress by the grantee and the availability of funds. Project periods are expected to begin by July 1, 2009.

How much money is available under this grant competition?

- The Administration has requested \$2,447,000 for new awards under this program for FY 2009. The actual level of funding, if any, depends on final congressional action. This figure is only an estimate and does not bind the Department to any specific level of funding.

How many new awards will be made?

- It is estimated that **18 new awards** will be made.

Should we address both of the funding priorities for this competition?

Under 34 CFR 75.105(c) (3), we consider only applications that meet **either, NOT both**, of the funding absolute priorities. **Applicants that choose to address both of the absolute priorities must submit separate applications for consideration.** In making awards under this grant

program, we may take into consideration the geographic distribution of the projects in addition to the rank order of applicants. Refer to pages 22-24 for a full discussion of the funding priorities.

Budget Information

What is the average amount of each grant?

- Projects will be funded for approximately \$100,000 to \$150,000 per year depending on the scope of work. These figures are only estimates and do not bind the Department of Education to a specific number of grants or amount of any grant.

Is there a matching requirement?

- No.

Is there a restricted indirect cost rate for this program?

- No. For this grant competition, you may charge indirect costs using the rate negotiated with your cognizant federal agency (e.g., Department of Education, Department of Health and Human Services, Department of the Interior). Individuals who apply for any grant competition through the Department of Education are not allowed to budget for an indirect cost rate.

You are encouraged to give priority to direct services to students by limiting the indirect costs charged to the project. You will not be penalized for failure to reduce indirect costs nor will you gain a competitive advantage if you do.

If you claim indirect costs in the budget for your proposed project and do not have a negotiated rate with the federal government, ED will establish a temporary indirect cost rate for your project (i.e., 10 percent of the direct salaries and wages included in the budget for the project). You will be allowed to draw at the temporary rate during the first 90 days after ED made the grant, as determined by the date of the Grant Award Notification. If you do not submit an indirect cost rate proposal to your cognizant agency within that first 90 days, you will not be allowed to draw any more funds for indirect costs until you obtain a federally recognized indirect cost rate from your cognizant agency. For more information about indirect cost rates, please visit www.ed.gov/about/offices/list/ocfo/intro.html.

Can grant funds be used to support professional development activities?

- Yes, as long as the activities directly support the purposes of the grant.

Are there guidelines for how much money can be spent on consultants? What is the daily limit and is there a cap?

- There is no daily limit or cap for consultant fees. Information related to these fees should be included on ED Form 524 under the Contractual budget category. Also, applicants should be sure to fully substantiate all expenditures in the budget narrative.

Does my application have to address both of the absolute priorities?

- No. However, in order for your application to be considered, it must address at least one of the two priorities. Applicants that choose to address both of the absolute priorities must submit a separate application for each. **You should consider the primary behavior (i.e., high-risk drinking or violent behavior) your proposed project is designed to prevent in determining which priority to choose.**

What is the definition of “high-risk drinking” in this grant competition?

- “High-risk drinking” is defined as those situations that may involve but not be limited to: binge drinking (commonly defined as five or more drinks on any one occasion); underage drinking; drinking and driving; situations when one’s condition is already impaired by another cause, such as depression or emotional stress; and combining alcohol and medications, such as tranquilizers, sedatives, and antihistamines.

Under each of the two absolute priorities of this grant competition, applicants are required to identify a specific student population to be served by the grant and provide a justification for its selection. What does “specific student population” mean?

- A “specific student population” may include, but not be limited to, student athletes, members of fraternities and sororities, students attending two-year institutions of higher education, and first-year students.

Can I select high school students as a “specific student population”?

- No. Providing services to high school students is outside the absolute priority of this grant competition, and applicants should not include such services in their proposals.

What forms of violent behavior should applicants address under Absolute Priority #2?

- Absolute Priority #2 does not specify the type of violent behavior among college students that is to be prevented. Forms of violent behavior that are of concern on college campuses include rape and sexual assault; nonsexual physical assault, such as fights, muggings, and hazing; and hate crimes. Applicants can use their own discretion based on the needs of their campus community in determining what specific forms of violent behavior will be addressed in their respective proposals.

Do I need to address all elements of the absolute priority selected to be considered for this grant competition?

Yes. Applications that do not clearly address all six required elements of the absolute

priority addressed will be deemed ineligible.

Application Transmittal Information

Do I have to submit my application electronically?

- No. Applications may be submitted electronically or in paper format by mail or hand delivery. The electronic submission of applications is voluntary. However, if you choose to submit your application electronically you must use the Grants.gov site. **Note: You may not submit your application by e-mail or facsimile**

May I get an extension of the deadline date?

- Waivers for individual applications failing to meet the deadline will not be granted, regardless of the circumstances. Under very extraordinary circumstances ED may change the closing date for a grant competition. When this occurs, ED announces such a change in a notice published in the Federal Register.

If you experience problems submitting your application electronically through Grants.gov, please contact the Grants.gov Support Desk at 800-518-4726. You must obtain a Grants.gov Support Desk Case Number and keep a record of it.

If you are prevented from electronically submitting your application on the application deadline date because of technical problems with the Grants.gov system, we will grant you an extension until 4:30:00 p.m. (Washington, DC time) the following business day to enable you to transmit your application electronically or by hand delivery. You also may mail your application by following the mailing instructions described elsewhere in this application package.

If you electronically submit an application after 4:30:00 p.m. (Washington, DC time) on the application deadline date, please contact: Amalia Cuervo (at 202-245-7881) of the Office of Safe and Drug-Free Schools and provide an explanation of the technical problem you experienced with Grants.gov, along with the Grants.gov Support Desk Case Number. We will accept your application if we can confirm that a technical problem occurred with the Grants.gov system and that that problem affected your ability to electronically submit your application by 4:30:00 p.m. (Washington, DC time) on the application deadline date. ED will contact you after a determination is made on whether your application will be accepted.

Note: The extensions to which we refer in this section apply only to the unavailability of, or technical problems with, the Grants.gov system. We will not grant you an extension if you failed to fully register to submit your application to Grants.gov before the application deadline date and time or if the technical problem you experienced is unrelated to the Grants.gov system.

Do I need to provide the Funding Opportunity Number (Item #12) and the Competition Identification Number (Item #13) on the SF-424?

- If you submit your application electronically via Grants.gov, then you need to provide these numbers. They are located on the Grants.gov Web site on the application download page and also on the application package page once it is downloaded. If you submit your application in paper format by mail or hand delivery, then you do not need to provide these numbers as they are used strictly for the electronic package submitted via Grants.gov.

Does Grants.gov support the new Microsoft Vista Operating System?

- Grants.gov uses two viewer products – Adobe Acrobat Reader and PureEdge – that predate the release of Windows Vista. Adobe Reader 7.0.9 **may** work with Vista, but Adobe does not fully support this configuration. PureEdge Viewer v.6.0.2 is only compatible with Vista when using a Citrix server connection. Grants.gov is anticipating the release of Adobe Reader 8.1.1 shortly, which will be compatible with Microsoft Vista. Until Adobe Reader 8.1.1 is released, you have two choices: Use an operating system other than Vista or use Citrix, which has been identified as an option for any applicant that is using Vista. The Grants.gov Web site (www.grants.gov/help/general_faqs.jsp#18) has been updated to provide applicants with instructions on how to utilize the Citrix solution.

Does Grants.gov support Word 2007?

- The new version of Microsoft Word saves documents with the extension .docx. The Grants.gov system does not process Microsoft Word documents with the extension .docx. When submitting Microsoft Word attachments to Grants.gov, please use the version of Microsoft Word that ends in .doc. If any of the documents included in the application are saved with the .docx extension, **the entire application will be rejected by Grants.gov**. If you have any questions regarding this matter, please e-mail the Grants.gov Contact Center at support@grants.gov or call 800/518-4726.

I submitted my application by the deadline via Grants.gov. Am I finished?

- No, do not assume that you are finished. If you submit your application via Grants.gov, there is a two-step validation process. Within two days of submitting your grant application, you will receive two e-mail messages. The first e-mail will confirm receipt of your application by the Grants.gov system. The second e-mail will indicate whether your application was successfully validated by the system or if it was rejected due to errors. You should track your application via the Grants.gov system to determine the progress of your application until the system shows a “Validated” or “Rejected” status, or until you receive the e-mail indicating that it was successfully validated or rejected.

What if I have not received a validation by the closing date?

- If you submit your application within two days prior to the application transmittal deadline, you may not receive your validation or rejection notification until after the closing date. We recommend that if you have not received the two e-mail notifications indicating receipt and validation by 4:30:00 p.m. (Washington, DC time) on the application deadline date, then

print your application and mail a hard copy of it, adhering to the hard copy application submission procedures and requirements written in this application. For example, cover pages with signatures must be included in hard copy applications and cannot be faxed later.

What are some of the reasons I won't receive a validation from Grants.gov?

- You submitted your application after the application transmittal deadline date and time.
- The E-Business Point of Contact at your organization did not respond to the registration e-mail from Grants.gov and authorize you as an Authorized Organization Representative (AOR).
- You did not provide the D-U-N-S Number on your application (SF-424 form) that was used when you registered as an AOR.
- You uploaded a file type that is not compatible with Grants.gov.
- You did not fill out all of the mandatory fields in the application package.

Additional reasons that Grants.gov may reject an application can be found on the Grants.gov Web site: www.grants.gov/applicants/applicant_faqs.jsp#54. We also suggest reading all of the FAQs on Grants.gov (www.grants.gov/help/submit_application_faqs.jsp#10) to provide you with additional information to assist with your submission.

General Information

Whom do I contact for more information about this grant competition?

Amalia Cuervo, LPC
U.S. Department of Education
550 12th Street SW
Washington DC, 20202-6450
Telephone: (202) 245-7881
Fax: (202) 485-0041
E-mail: PreventHVB@ed.gov

Do I need to notify my State Single Point of Contact about my application?

- Yes. You must contact the appropriate State Single Point of Contact to find out about, and to comply with, your state's process under Executive Order 12372, and include a copy of your letter to the State Single Point of Contact with your application. For more information about this requirement, see the Intergovernmental Review of Federal Programs section in this application package. **To view a list of states (and the State Single Point of Contact), which participate in the intergovernmental review process, visit:** www.whitehouse.gov/omb/grants/spoc.html.

On the Application for Federal Assistance (Standard Form 424), you also must check the appropriate box in Item 19. Specifically, check box (a) and provide the date on which you made your application available to the State Single Point of Contact for review **or** check box

(b) if the State Single Point of Contact indicated that they will not review the application.
Note: Do not check box (c) since this grant program is covered by Executive Order 12372.

How does the Freedom of Information Act affect my application?

- The Freedom of Information Act (FOIA) provides that any person has the right to request access to federal agency records or information. All U.S. Government agencies are required to disclose records upon receiving a written request for them, except for those records that are protected from disclosure by the nine exemptions listed in the FOIA. All applications submitted for funding consideration under this grant competition are subject to the FOIA. To read the text of the Freedom of Information Act, visit www.usdoj.gov/04foia/foiastat.htm.

Drug Abuse and Violence Prevention Resource List

DeJong, William, et al., Environmental Management: A Comprehensive Strategy for Reducing Alcohol and Other Drug Use on College Campuses. The Higher Education Center for Alcohol and Other Drug Prevention, U.S. Department of Education, 1998.

DeJong, William, et al., Experiences in Effective Prevention. The U.S. Department of Education's Alcohol and Other Drug Prevention Models on College Campuses Grants. The Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention, U.S. Department of Education, 2007.

DeJong, William and Linda Langford, Evaluating Environmental Management Approaches to Alcohol and Other Drug Abuse Prevention. The Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention, U.S. Department of Education, 2006.

Johannessen, Koreen, et al., A Practical Guide to Alcohol Abuse Prevention: A Campus Case Study in Implementing Social Norms and Environmental Management Approaches. The Higher Education Center for Alcohol and Other Drug Prevention, U.S. Department of Education, 1999.

Langford, Linda, Preventing Violence and Promoting Safety in Higher Education Settings: Overview of a Comprehensive Approach. The Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention, U.S. Department of Education, 2004.

Muraskin, Lana D., Understanding Evaluation: The Way to Better Prevention Programs. U.S. Department of Education, 1993.

National Institute on Drug Abuse, Preventing Drug Use among Children and Adolescents: A Research-Based Guide for Parents, Educators, and Community Leaders. National Institutes on Health, 2003.

Perkins, H. Wesley and David W. Craig, a Multifaceted Social Norms Approach to Reduce High-Risk Drinking: Lessons from Hobart and William Smith Colleges. The Higher Education Center for Alcohol and Other Drug Prevention, U.S. Department of Education, 2002.

Presley, Cheryl A., S. Bryn Austin, and Judith Jacobs., Selecting the Right Tool: A Compendium of Alcohol and Other Drug Assessment and Evaluation Instruments for Use in Higher Education. The Higher Education Center for Alcohol and Other Drug Prevention, U.S. Department of Education, 1998.

Ryan, Barbara E., Alcohol and Other Drugs: Prevention Challenges at Community Colleges. The Higher Education Center for Alcohol and Other Drug Prevention, U.S. Department of Education, 1998.

Ryan, Barbara E., Tom Colthurst, and Lance Segars, College Alcohol Risk Assessment Guide: Environmental Approaches to Prevention. The Higher Education Center for Alcohol and Other Drug Prevention, U.S. Department of Education, 1997.

Task Force of the National Advisory Council on Alcohol Abuse and Alcoholism, A Call to Action: Changing the Culture of Drinking at U.S. Colleges. National Institutes of Health, U.S. Department of Health and Human Services, 2002.

Zimmerman, Robert, Social Marketing Strategies for Campus Prevention of Alcohol and Other Drug Problems. The Higher Education Center for Alcohol and Other Drug Problems, U.S. Department of Education, 1997.